

Aibreán 2021
April 2021

**Plean Feabhsaithe
Cáilíochta**
Quality Improvement
Plan

School of Irish, Celtic Studies and Folklore
Scoil na Gaeilge, an Léinn Cheiltigh agus an Bhéaloidis



INTRODUCTION

Give a very brief introduction to the approach taken in the development of the Quality Improvement Plan, including the dates of the original review and the names of the Quality Improvement Committee.

Approach

The School is very pleased with the positive QR report and we feel that it reflects the work and innovation in all areas in the School, acknowledging the input from all School staff since the last QR review published in 2014. The general School response to these recommendations is that they are fair and measurable. We feel that the 2019 report and recommendations represent a reasonable and honest assessment of what was presented to the QR committee during this process.

We would like to thank the UCD QR committee and the UCD Quality Review Office, especially Bronwyn Molony, for their guidance and support throughout the process.

What follows is a brief overview of the QIP process:

An introductory overview discussion was held with all School staff when the initial Quality Review Report was finalised following corrections and final edits in December 2019. The response was very positive.

- The recommendations and feedback in the initial report were warmly welcomed by all, with many of the recommendations already in place or in progress.
- The School responded positively to outstanding recommendations deeming them reasonable and measurable. A time frame was discussed and put in place to implement these.
- Some issues which are beyond the control of the School will need university support and further discussion with the university to follow through. It is hoped that this will be addressed as outlined in the QIP report in response to the recommendations in collaboration with UCD.

Unfortunately, due to the Covid19 pandemic taking hold immediately after the issuing of the initial final QRG report in December 2019, the issuing of the final QIP documents to the School was delayed. The QRG recommendations were received by the School on 16 March 2021. To ensure a speedy process during COVID restrictions, a whole School approach was agreed. The QIP committee was established, and the Head of School put the first draft together for review by the School QIP committee. The QIP School committee was structured on staff with most responsibility and capacity

for oversight of implementation of the recommendations, with due consideration for senior roles of responsibility in the School.

Timeline

Initial Quality Review Site visit: 19-22 November 2018.

Final Review Group Report circulated to the School: 2 December 2019.

QIP Documents received: 16 March 2021.

First draft of QIP circulated to QIP committee for review: 26 April 2021.

First draft of QIP circulated to all staff for reading with invitation for comment: 26 April 2021.

Initial feedback from School QIP Committee received and collated: 4 May 2021.

Whole School Special QIP meeting to approve final editing and response to recommendations: 7 May 2021.

Final editing with representation from faculty and support staff including Head of School, Associate Professor Bairbre Ní Fhloinn & Bairbre Ní Chonchúir: 7-14 May 2021.

Submission to College Principal: 14 May 2021.

QIP Committee



Head of School: Full Professor Regina Uí Chollatáin

School Manager: Michael Wallace

Deputy Head of School: Associate Professor Diarmuid Ó Sé

Head of Nua-Ghaeilge: Associate Professor Meidhbhín Ní Úrdail

Head of Folklore: Dr Kelly Fitzgerald

Head of Irish Studies: Dr Aoife Whelan

Head of Celtic Civilisation: Dr Roisin McLaughlin

Stiúrthóir na Teanglainne: Éimhear Ní Dhuinn

Riarthóir Nua-Ghaeilge & Margaíochta: Bairbre Ní Chonchúir

Educational Technologist: Eoin McEvoy

CATEGORIES

1. Recommendations concerning academic, organisational and other matters which are entirely under the control of the unit
2. Recommendations concerning shortcomings in services, procedures and facilities which are outside the control of the unit
3. Recommendations concerning inadequate staffing, and/or facilities which require additional recurrent or capital funding

ORGANISATION AND MANAGEMENT

RG Report	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/Group)	Start Date	Planned Completion Date
1. Recommendations concerning academic, organisational and other matters which are <u>entirely under the control of the unit</u>						
2. Recommendations concerning shortcomings in services, procedures and facilities which are <u>outside the control of the unit</u>						
3. Recommendations concerning inadequate staffing, and/or facilities <u>which require additional recurrent or capital funding</u>						
	1. Recommendations concerning academic, organisational and other matters which are <u>entirely under the control of the unit</u>					

#1 Prioritised	The School should now adopt a renewed focus on articulating its proposed strategic development for the next planning cycle. In particular, issues that merit specific consideration include succession planning, emerging priority areas for scholarship, internationalisation strategy, and the relationship with the National Folklore Collection and other collections.	1	<p>This is being addressed with the incoming Head of School Dr Kelly Fitzgerald who is now being included in the School's strategic planning process for the next 5 years.</p> <p>HoS Succession planning:</p> <p>A plan was in place to link a new permanent appointment at Associate Professor level with the next HoS. This appointment has had to be altered to a 2-year College Lecturer appointment as a result of COVID19 and the FTE reduction in International Students.</p> <p>This has not changed the succession planning process however which is on track for a rota-based cycle in the future with internal School appointments. Dr Kelly Fitzgerald's appointment begins in Sept 2021 for 3 and possibly 5 years. With a strong cohort of early-mid career and senior academics in the pipeline, it is envisaged that Dr Fitzgerald's successor will be a School decision premised on the implementation of a rolling HoS system.</p>	Head of School (lead), School Executive committee	Sept 2021	Sept 2024
		1	<p>Emerging areas for scholarship:</p> <p>Research and scholarship in the School has been restructured and reviewed with advice from our School representative on the College Research Committee:</p>	School Director of Research (lead), Head of School, Heads of Subjects	Jan 2020	Ongoing

			<ul style="list-style-type: none"> College Research Themes: New structures and initiatives include the School taking the lead on the 'Ireland in the World' College Research theme linked to the 'Empowering Humanity' strand of the UCD Strategic plan. This has already provided and will continue to provide further avenues for seed funding and applications for advanced national and international funding in all areas of the School. Areas of current scholarship which will come under this theme include Scolárthacht na mBan, Athbheochan/Global Irish Revival, IMEALL, ERC funded Youth Engagement in European Language Preservation 1900-2020 (YEELP) project (PI Dr Ríona Nic Congáil) and funding applications for new research in Early Irish due to the appointment of Dr Fangzhe Qiu. Many staff are members of other College Research Themes such as Transnationalising the Humanities and continue with new developments, resulting from stronger engagement with the Digital Humanities. Centres of Excellence: A new School Global Irish Studies Centre is being established which will house the 'Ireland in the World' research theme also as part of the interdisciplinary collaborative research in the College of Arts and Humanities. This will showcase the research excellence and create opportunities for additional research collaborations with internal and external partners; Lárionad de Bhaldraithe retains its standing as a centre of Excellence in Translation Studies and Irish language with 	<p>Dr Aoife Whelan (lead), Prof Regina Uí Chollatáin, Dr Kelly Fitzgerald</p> <p>Dr Cathal Billings (lead)</p>	<p>Spring 2021</p>	<p>Spring 2022</p>
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			<p>new partnerships in progress with Mainz University in Germany for example, which specialises in this area also. This will expose students to possibilities of research in Translation Studies in a European context which, it is envisaged, will create a pathway for related EU funding themes.</p> <ul style="list-style-type: none"> • Library and Archival links: The establishment of an MoA with the National Folklore Collection and the UCD Cultural Collections will strengthen the possibilities for specific projects using UCD archives, including the expansion of current research on the Dialect Archive, Sture Urland collection and Douglas Hyde papers. The School will set up a committee to secure this agreement in September 2021. • Strategic appointments in Celtic Civ (Old Irish) and Modern Irish: The School's success in appointing an Ad Astra scholar of Early Irish in Celtic Civilisation encompasses a specific focus on research-related projects and funding applications for same; the School's success in securing a strategic hire appointment under the UCD CPAA Strategic Posts scheme with the ERC- funded Youth Engagement in European Language Preservation 1900-2020 (YEELP) project has allowed the School to take a leading international role in this area. 	<p>Head of School (lead), Head of Folklore, Assoc Prof Bairbre Ní Fhloinn, Director of NFC, Director of James Joyce Library</p>	<p>Sept 2021</p>	<p>Spring 2022</p>
				<p>Head of School (lead)</p>	<p>Sept 2019</p>	<p>Ongoing</p>

			<ul style="list-style-type: none"> • Replacement posts and new posts in developing areas: a Lecturer in Folklore and a Lecturer in Irish Studies will ensure the growth of scholarship in these areas. The appointment of international faculty in Folklore has further enhanced the internationalisation of this discipline. • The School maintains its traditional pre-eminence in the areas of Modern Irish and Folklore and continues to build the profile of Irish Studies. The commitment to course provision and scholarship in Celtic Studies remains strong and constant but this is an area of concern due to lack of resources. As the largest university in Ireland with a strong pre-eminent tradition in this area which aligns directly with Ireland's ancient global standing, the importance, and the standing of the university in this area lies in the quality of scholarship and course provision as opposed to the number of students. As an academic area of specific importance to Irish and European scholarship, UCD would benefit from the international reputation that could be garnered from this level of scholarship. Although we aspire to and are committed to this as a School, the required level of scholarship and course provision cannot be achieved with the current staffing levels and resources. The School's long-established linguistic approach to Celtic Studies which encompasses all Celtic Languages is not sustainable with the 	<p>Head of School (lead), Heads of Subjects.</p> <p>Head of School (lead) Heads of Subjects.</p>	<p>Sept 2020</p>	<p>Ongoing</p> <p>Ongoing on annual basis</p>
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			<p>current staff numbers and level of staffing, i.e., 2 lecturers (one Ad Astra CPAC and one below the bar), who specialise in Old Irish. At the most basic level extra linguistic expertise is required, even if this were to be achieved on an occasional lecture basis. The School fully concurs with the QRG recommendations with regard to retaining the status of pre-eminence in this area. However, the negative implications for the future of this area are a source of concern if resources remain diminished. We are not currently in a position to provide the necessary linguistic training in all Celtic languages, aspiring to the excellence required for this discipline.</p> <ul style="list-style-type: none"> • Individual scholarship and impact remain very central to the School's international standing. With two staff and one RTA as members of the RIA, the continued renewal of the Chair in Modern Irish, and senior appointments to national and international Boards and committees, it is clear that the scholarship and impact of the School in all areas is held in high esteem. This has created a strong foundation on which to develop current scholarship, including editing of manuscript material, monographs in all subject areas, Modern Irish language literature research, Translation Studies, Dialectology, Revival Studies, Folklore and Irish Studies. 	Head of School	ongoing
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		1	<ul style="list-style-type: none"> The School has grown its cohort of Graduate Research students and has been successful in IRC funding with two recent students being awarded full IRC PhD Scholarships. Our MA programmes are very successful and continue to serve as feeder routes into research degrees. 	School Director of Postgraduate Studies (lead), School Director of Research, PGT programme coordinators	2018	2024 (current PhD cohort)
		1	<p>Internationalisation Strategy:</p> <p>All School disciplines: Nua-Ghaeilge, Irish Studies, Folklore and Celtic Civilization</p> <p><i>(i) Mobility and collaboration in T&L</i></p> <ul style="list-style-type: none"> The School continues to build on and develop productive and relevant Erasmus Exchanges (Staff and Student). The School has a robust reputation of success in attaining Fulbright & ICUF scholarships. The School has developed and collaborated in four new College pathways and inter-college UG programmes. Irish Studies: The School will continue to develop UG programme links with Beijing Foreign Studies University and North Eastern University (US). The BHUM pathway in Irish Studies will have its first student intake in September 2021; the new 	School Erasmus coordinator (lead), School Director of Internationalisation	EU Revision in 2022	June 2022
				All faculty	2018	Final inaugural intake Sept 2022 (Ed & Gaeilge)
				Pathway coordinators		
				Head of Irish Studies (lead), School Director of	2017	ongoing

			<p>Summer Study Abroad programme in Irish Studies for partner universities which was postponed due to Covid in 2020 will resume; planning for PG Masterclass and potential for 1+1 agreement with a US partner are ongoing.</p> <ul style="list-style-type: none"> • Modern Irish: Pathways & Programmes in Modern Irish which continue to develop include: Law with Irish with third year placement in Concordia University Montréal; Translation in Irish language (Teanga, Litríocht & Aistriúchán first student intake Sept 2021) with an MoA with Mainz University, Germany, for placements on Translation. <p>New programmes with School of Education and Languages: BEd in Education & Irish; BEd in Education, Gaeilge & Modern Languages.</p> <ul style="list-style-type: none"> • Student experience: New onboarding online programme for all incoming international students in the University was created and managed by the School (Destination Ireland). This showcases School research and option modules available; the School has developed an ongoing contribution to and collaboration with the UCD Global Orientation 	<p>Internationalisation</p> <p>Head of Subject Nua-Ghaeilge (lead), Pathway coordinators</p> <p>Prof Regina uí Chollatáin (lead), Assoc Prof Meidhbhín Ní Úrdail, Éimhear Ní Dhuinn</p> <p>School Director of Internationalisation Dr Aoife Whelan & Education Technologist Eoin McEvoy</p>	<p>Placement 2021</p> <p>Sept 2022</p> <p>Summer 2020</p>	<p>ongoing</p> <p>ongoing</p>
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		1	<p>programme including the establishment of an Irish literature reading group, Sept 2020; the School continues to work with UCD Global to provide content for faculty-led tours with University of York and other partners.</p> <p><i>(ii) Newly established PG programmes</i></p> <p>MA in Folklore and Ethnology;</p> <p>MA in Irish Studies and led to the collaboration with Beijing Foreign Studies University;</p> <p>Since the last QR the College VP for Graduate Studies was a School staff member</p>	<p>(joint leads) in collaboration with CAH VPI & UCD Global</p> <p>MA Directors</p> <p>Prof Regina Uí Chollatáin</p>	<p>Sept 2019</p> <p>2017</p> <p>2014</p>	<p>2015</p>
		1	<p><i>(iii) Staff profile, appointments and collaborations</i></p> <p>Increased engagement at College level: 2 staff recently served as Vice-Principal (International) for UCD College of Arts and Humanities, leading on internationalisation strategy and projects across the College;</p> <p>2 North American lecturers in Folklore;</p> <p>1 lecturer from Beijing in Celtic Civ;</p>	<p>College Principal</p> <p>Head of School</p>	<p>2018</p> <p>2020</p> <p>New appts 2019, Sept</p>	<p>2020</p> <p>2021</p>

		1	<p>1 lecturer specialising in Translation Studies & EU links in Modern Irish; International Occasional Lecturers & Tutors.</p> <p>(iv) <i>Research</i> Ireland in the World College theme;</p> <p>Global Irish Studies Centre;</p> <p>International staff Fellowships; Incoming visiting fellows in association with UCD Humanities Institute; Incoming and outbound staff mobility (Tbilisi, Brest, Beijing, Aberystwyth, Adelaide, Melbourne); International conference contributions;</p>	<p>Dr Cathal Billings</p> <p>Prof Regina Uí Chollatáin (lead) and all School staff/ College members</p> <p>Dr Aoife Whelan (lead) Prof Regina Uí Chollatáin/ Dr Kelly Fitzgerald</p> <p>School Director of Internationalisation (lead), College VPI (2018-2020), School Erasmus coordinator</p>	<p>2020 & 2021</p> <p>2019</p> <p>Summer 2021</p>	<p>ongoing</p> <p>ongoing</p> <p>Spring 2022</p>
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<p>#2 Prioritised</p>	<p>The School should, in collaboration with the College of Arts and Humanities and the broader University, explore further opportunities to develop and leverage its important role as a steward of national cultural assets.</p>	<p>1</p>	<p>International publications and editorial boards;</p> <p>1 ERC and planning support for more applications with establishment of working group;</p> <p>Collaborative project in Irish Studies with Age Action UK (delayed by Covid);</p> <p>International examiners for PhD theses.</p> <p>National Folklore Collection & Other Collections:</p> <p>MoA with the National Folklore Collection to be drawn up. Working group to be established in the School to explore the maximum benefit of the other Cultural Collections for School teaching and Research.</p>	<p>All faculty</p> <p>Dr Riona Nic Congáil</p> <p>Dr Aoife Whelan</p> <p>Faculty</p> <p>Head of School (lead), Head of Subjects, Assoc Prof Bairbre Ní Fhloinn, Director of NFC, Director UCD Cultural Collections</p>	<p>Spring 2022</p> <p>2020</p> <p>Sept 2021</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Spring 2022</p>
<p>#5 Prioritised</p>	<p>The School should, in collaboration with the College and the University, look again at mechanisms for managing staff workloads and fostering career</p>	<p>1</p>	<p>This is being addressed and under review via:</p> <ul style="list-style-type: none"> • The 3 year review of the School workload model and the P4G process; • Ongoing support and mentorship from Head of Subject/School regarding career progression. 	<p>Head of School (lead), P4G reviewers</p>		

<p>2.10 (Organisati on and Managem ent</p>	<p>development opportunities, particularly for junior staff.</p> <p>The RG recommends that more attention be devoted to managing the workload of staff, particularly more junior academics, and support staff. Moreover, thought should be given to facilitating career progression opportunities that are commensurate with the contributions that individuals are making. The broader University has an important role to play in finding solutions to address these issues.</p>	<p>1</p>	<ul style="list-style-type: none"> • The 3 year review of the School workload model and the P4G process; • Ongoing support and mentorship from Head of Subject/School regarding career progression. • The current Research Rota and workload model continue to address this very effectively since this review. • The issue of recession-based BTB posts has been extensively discussed and taken to UMT and HR. It has been acted upon with results and communications forthcoming shortly. • New structures and promotion avenues for Administrative and support staff have resulted in at least one significant promotion in support staff and one in academic staff. • The School will continue to engage with these new procedures in a structured way through P4G and mentoring staff, creating awareness of opportunities for career development, including time in lieu for support staff for extra duties, alongside planning and mentoring for faculty with regard to the UCD promotions' Development Framework. 	<p>Head of School (lead), P4G reviewers</p> <p>Head of School</p> <p>Head of School</p> <p>Head of School</p> <p>Head of School / P4G Reviewers</p>	<p>Sept 2021 & ongoing</p> <p>2016</p> <p>2015</p> <p>2020</p>	<p>Ongoing and revised in 2021</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>
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2.11 (Organisation and Management)	The RG recommends that time be set aside for more formalised and focused strategic conversations around the future development of the School and the relative prioritisation of different areas. In particular, these conversations should encompass the continued development of important academic specialties, succession planning for the Head of School, policies and priorities around internationalisation, and opportunities around the National Folklore collection and other national cultural assets.	1	This will continue to be included in the work of the School Executive Committee, but with a more specified focus on this as a stand-alone item for specific Executive committee meetings. The feedback will then be discussed with the greater School community via 'Special' School meetings and regular updates. (See also Recommendation #1 Prioritised)	Head of School (lead), School Executive Committee	October 2021	Ongoing
3.22 (Staff and Facilities)	That further steps be taken to protect and nurture junior and support staff e.g. career pathways, workload management, mentoring, and space for research and to facilitate suitably qualified junior academic staff in rapidly progressing beyond the bar.	1	<ul style="list-style-type: none"> • The current newly revised Research Rota continues to address this very effectively since this review. • 3-year review of School workload model and P4G process will address this on an ongoing basis. 	Head of School, P4G Reviewers	Revised rota in place for Sept 2021	Sept 2025 June 2022
4.15 (Teaching Learning and Assessment)	Further development and implementation of the School-specific workload model might continue to nurture the culture of	1	Periodic 3-year review of School workload model	Head of School, P4G School Reviewers	Spring 2022	June 2022

<p>5.17 (Curriculum Development and Review)</p>	<p>equity and transparency that has been effectively instilled.</p> <p>The need to stretch students who already possess an exceptionally high level of linguistic capacity at the start of the programme was articulated in some student feedback. This might be addressed through greater utilisation of the research specialisms of staff in the School, encouraging students to engage in aspects of textual scholarship at an earlier stage in undergraduate study.</p>	<p>1</p>	<p>This has been addressed in the area of Modern Irish. A working group led by the Head of Subject has undertaken a review of core language modules. The creation of the new 10 credit modules for new programmes and pathways will open possibilities in language teaching which can also be adapted for existing programmes. New procedures will incorporate annual curriculum reviews which will be part of the first and last meetings of the School Development Committee in Trimesters 1 & 2.</p>	<p>Head of Modern Irish (lead), Foireann na Nua-Ghaeilge</p>	<p>Autumn 2020</p>	<p>Autumn 2021</p>
<p>5.18 (Curriculum Development and Review)</p>	<p>The challenge of teaching Irish in the current context (from ab initio, to Gaelscoil product, to highly competent native speaker) is admirably embraced at present. The role of the Educational Technologist and the Teanglann are both vital in this regard, while the Seomra Caidrimh provides a pivotal social dimension in this space. The place of language tuition at the core of the curriculum should continue in order to ensure that graduates continue to be industry ready.</p>	<p>1</p>	<p>This continues to be fully addressed in the discipline of Nua-Ghaeilge through a combined approach in curriculum planning for the subject, in collaboration with Stiúrthóir na Teanglainne [Director of the Teanglann], regarding course provision in all core language modules. The Educational Technologist also plays a central role in curriculum planning. The COVID situation since March 2020 has provided an avenue for complete restructuring of language teaching, incorporating technological tools in new and innovative ways with an added dimension of industry-related skills. When COVID is no longer an issue a review will be conducted on what should be maintained and what can be discontinued.</p>	<p>Head of Modern Irish; Foireann na Nua-Ghaeilge</p>	<p>Spring 2020</p>	<p>ongoing</p>

<p>5.19 (Curriculum Development and Review)</p>	<p>Although challenges remain around the Gaeltacht residential experience, it is vital that this element of the Irish language curriculum is retained and developed insofar as possible. Work-based learning opportunities in Gaeltachts might play a more extensive role in this going forward, while a Gaeltacht semester is currently being considered by other institutions. The cognitive benefits of this immersive experience far outweigh the associated financial constraints and challenges.</p>	<p>1</p>	<p>Although COVID prohibited the residential course in the Gaeltacht for 2020 and 2021 this has allowed us time to develop this part of the programme even more comprehensively. The residential Irish language course in the Gaeltacht (overseen and directed fully by Stiúrthóir na Teanglainne [Director of the Teanglann]) will remain a compulsory element of the second and third year core language modules. This is essential for students who want to follow on with a teaching career especially. Moreover, in collaboration with NUIG, the School, led by an Teanglann, is finalising a memorandum of agreement with NUIG to avail of a complete 30 credit language-immersion Government of Ireland funded Erasmus Gaeltachta placement scheme so that students can avail of a trimester in the Gaeltacht. This will be a compulsory element of the Education & Gaeilge, and Education, Gaeilge & Languages programmes which have just been approved by UCD with the first student intake in Sept 2022. This will also be a recommendation (and possibly a full requirement) for students undertaking the new Teanga, Litríocht & Aistriúchán BHum Pathway with the first student intake in Sept 2021. It is envisaged that this will also be made available as part of the BA in due course. These formal agreements with NUIG as a university campus partly situated in the Gaeltacht will ensure the retention of this very valuable part of the</p>	<p>Stiúrthóir na Teanglainne [Teanglann Director], Pathway coordinators of Teanga, Litríocht & Aistriúchán; Education & Gaeilge and Education, Gaeilge and Languages.</p>	<p>Sept 2021</p>	<p>Ongoing</p>
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<p>5.20 (Curriculum Development and Review)</p>	<p>While there is good evidence of healthy interaction with employers and the Irish language sector, it is vital that such engagement is sustained in conducting future curriculum renewal to ensure that specific public-sector and industry needs (e.g. editorial capacity for An Gúm etc.) are addressed in learning outcomes and graduate qualities. Alignment of taught programmes and graduate qualities to ensure readiness for work in translation, broadcasting, and editorial sectors (e.g. the MA Scríobh agus Cumarsáid) are impressive and provide an exemplar for other programmes.</p>	<p>1</p>	<p>programme and this course will be fully managed and overseen by Stiúrthóir na Teanglainne.</p> <ul style="list-style-type: none"> • The ongoing engagement with the Irish language and cultural industry and employment sector in the School is robust and under constant renewal with new programmes and pathways. A strong foundation exists in these areas due to the public engagement of all staff in the cultural sector at community, industry and government level through language, literature, the arts, culture and heritage. The esteem in which the School is held in this area is evident in the appointments to national and international Boards and committees. This has been further reinforced by the appointment of a faculty member as Chair of the cross border North South Language body Foras na Gaeilge in May 2021. • This has also been addressed in the Learning outcomes of new programmes at UG and PG level where placements, exchanges and public interaction are to the fore as part of the final student skills and learning. • Covid restrictions have necessitated remote internships and work placements for 2020 and 2021 which have opened up new avenues to explore within the Irish language and cultural sector. Opportunities for remote internships and placements would be beneficial to students who are unable to travel, would 	<p>Head of School, Heads of Subjects, School officers, Heads of Units, NFC Director</p>	<p>Ongoing</p>	
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<p>6.13 (Research Activity)</p>	<p>The School should continue to ensure there are resources and supports for all academic staff members to carry out research (e.g. internal and external mentoring of staff, workload management, support for staff in developing research networks and profile.) The University should help in this regard: the small allowance provided for research travel, for example, hardly promotes a vigorous research culture.</p>	<p>1</p>	<p>reduce accommodation and travel expenditure and may work well for employers with limited office space, particularly in organisations without a central headquarters (journalism, media, editing etc.).</p> <ul style="list-style-type: none"> • Consideration of the input and expertise needed for these placements is ongoing and needs monitoring. This may necessitate a specific role for this within the School in the future. • The current Research Rota and workload model continue to address this very effectively. • Staff are very active in applying for and successful in seed funding awards. • The new 'Ireland in the World' theme along with other College Research themes provide new avenues for applying for research funding. • In 2020, UCD launched its first round of Global Engagement Seed Funding to support new strategic initiatives; one faculty member was appointed Academic Lead on an Irish Studies project funded through this scheme. • In 2019 a faculty member was runner up in the University Research Impact awards. 	<p>Head of School (lead), UG & PG pathway coordinators</p> <p>Head of School</p> <p>School Director of Research(lead)</p> <p>Professor Regina Uí Chollatáin</p> <p>Dr Aoife Whelan</p> <p>Dr Kelly Fitzgerald</p>	<p>Summer 2022</p> <p>2016</p> <p>Spring 2019</p> <p>Spring 2020</p> <p>Spring 2019</p>	<p>Summer 2023</p> <p>Ongoing</p> <p>Summer 2022</p>
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7.8 (Management of Quality and Enhancement)	It may be timely to devote some more attention to mechanisms for encouraging ongoing conversations about the broader strategic direction of School - specifically in areas such as academic recruitment, succession planning, development of disciplines, and internationalisation.	1	See recommendation #1 Prioritised	Head of School, School Executive Committee	October 2021	Summer 2023
8.15 (Support Services)	The establishment of an Irish Hub is under consideration and it is recommended that this proposal be explored further, resources permitting.	1	The rationale and structure for an Irish hub will be on the agenda for discussion by the School Development committee for 2021+. This has not been possible to pursue further due to COVID.	Stiúrthóir na Teanglainne (lead), Head of Nua-Ghaeilge, Foireann na Nua-Ghaeilge	Jan 2022	Ongoing
8.16 (Support Services)	While existing student supports are excellent, it is recommended that the School consider additional avenues to provide students with career skills training/guidance as well as feedback on grading decisions. Opportunities to provide tutors with additional language training should also be explored.	1	<ul style="list-style-type: none"> (i) The delivery and structure for providing students with career skills training / guidance will be part of the workplan for the School Development committee for 2021+ planning. (ii) The additional language training for tutors will be addressed as part of the strategic workplan for Nua-Ghaeilge for 2021+ 	Director of T&L (lead), Head of School & Heads of Subjects;	October 2021	Autumn 2022
				Head of Nua-Ghaeilge, Pathway coordinators for Teanga,	Autumn 2021	

<p>9.12 (Collaborative Educational Provision)</p>	<p>It is recommended that the School develop a coherent internationalisation strategy to ensure that resources are focused on the most promising partnership opportunities.</p>	<p>1</p>	<ul style="list-style-type: none"> Based on and building on the current developments over the last 5 years in particular, the School Director for Internationalisation will liaise with HoS and the School Manager in Trimester 1 2021-22 to collate all strategic partnerships in the School. Due to the new EU cycle including a revision of Erasmus partnerships in 2022 this will depend on EU guidelines. 	<p>Litríocht & Aistriúchán, and Education & Gaeilge.</p> <p>School Director of Internationalisation (lead) & School Manager</p>	<p>Spring 2022</p> <p>Spring 2022</p>	<p>Autumn 2022</p> <p>December 2022</p>
<p>9.13 (Collaborative Educational Provision)</p>	<p>Relatedly, it is recommended that the School develop a strategic policy around staff and student mobility to ensure that resources are targeted at high-quality opportunities that have the potential to enrich the academic life of the School.</p>	<p>1</p>	<ul style="list-style-type: none"> A strategic plan will be formalised for approval by the School Executive and School staff (See Recommendation #1 Prioritised), in line with the College Global Partnership Engagement Plan. Enhancement of current partnership links is ongoing, as well as exploration of potential future partners, in conjunction with UCD Global and College VPI. The School recognises that given the specialist nature of its Subject areas, strategic partnerships are usually based on international reputation for research excellence, resulting in relatively low rates of student and staff mobility which are highly valued by both institutions. 	<p>School Director of Internationalisation (lead)</p>	<p>October 2021</p>	<p>Spring 2023</p>

		1	<ul style="list-style-type: none"> The EU review of the Erasmus Programme is due in 2022. The School Officer for Internationalisation and the School Erasmus coordinator will liaise with HoS and the Erasmus coordinator in UCD Global in Trimester 2 2021-22 to develop a strategic policy for staff and student mobility. A strategic plan will be formalised for approval by the School Executive and School staff 			
9.14 (Collaborative Educational Provision)	It is recommended that the staffing situation be monitored on an ongoing basis to ensure that collaborative educational activities remain adequately resourced and financially viable.	1	This is being addressed in the current UCD Strategic planning process with particular attention to replacement staff. The School Strategic Plan 2021-22 revised the planning due to COVID19 budgetary considerations.	Head of School	ongoing	
9.15 (Collaborative Educational Provision)	It is important to ensure that internships are as beneficial to the employer as the student, and it is recommended that students are equipped with the requisite skills to work in the partner organisations as part of their coursework.	1	This will be addressed in the context of the training for 8.16. The delivery and structure for providing students with career skills training / guidance will be part of the workplan for the School Development committee for 2021+ planning.	PGT and UG Pathway coordinators		

<p>10.15 (External Relations)</p>	<p>While the School has established avenues for communicating with alumni, it is recommended that a proactive and strategic policy around alumni engagement be developed to increase their connection to and engagement with the School and other graduates.</p>	<p>1</p>	<p>This will be included in the workplan for the School Development Committee for 2021+ in collaboration with the School administrator for marketing and events. A School strategy will be outcome of this work</p>	<p>School administrator for marketing and events (lead), School Development Committee</p>	<p>Autumn 2021</p>	<p>March 2022</p>
<p>10.16 (External Relations)</p>	<p>Space permitting, the School might explore ways to encourage greater use of the Seomra Caidrimh by other Irish speakers within the University (including staff), as a means of building a broader community.</p>	<p>1</p>	<p>This is already in hand in an informal way and now also with links with Gaeltacht UCD which is currently under the auspices of UCD Global. A policy on this will be devised with Stiúrthóir na Teanglainne with suggestions from Gaeltacht UCD and an Cumann Gaelach.</p>	<p>Stiúrthóir na Teanglainne (lead), Director or Rep from Gaeltacht UCD, Rep from Cumann Gaelach</p>	<p>2019</p>	<p>Spring 2023</p>
<p>2. Recommendations concerning shortcomings in services, procedures</p>						

<p>#4 Prioritised</p>	<p>and facilities which are <u>outside the control of the unit</u></p> <p>The University should be sensitive to the distinctive nature and value of the scholarly contributions of the School's disciplines. In particular, it is important to be attentive to the cultural effects of the practices and language used in promoting specific forms of research 'productivity' University-wide, and the associated dangers of marginalising important areas of scholarship.</p>	<p>2</p>	<ul style="list-style-type: none"> Meetings and correspondence have been ongoing with the Director of the National Folklore Collection and the College Principal. This will also be addressed in a formal manner when the new Global Irish Studies Centre is approved with an international academic advisory committee. As this really should involve an on-campus site visit for all parties a formal meeting will be organised in Spring 2022 with the relevant stakeholders. The formal MoA with the School and the NFC will form part of this. Seed funding will be sought for this visit. <p>This unique aspect of research productivity is being addressed as an ongoing issue and has recently been explored through various avenues with the College Principal, the College VP for Research and UCD Research. The practices and language used in promoting specific forms of research activity are now more visible due to new research initiatives where the School is taking a lead role. These include:</p> <ul style="list-style-type: none"> 'Ireland in the World' as an official College Research theme as part of UCD Strategic strand 'Empowering Humanity'. 	<p>Head of School (lead) Head of Subject; Assoc Profe Bairbre Ní Fhloinn, Director of NFC, Director of James Joyce Library, College Principal, IRST Centre Director</p> <p>School Director of Research (lead), College VPI and UCD Research, College Director of Marketing.</p>	<p>October 2021</p> <p>2019</p>	<p>June 2022</p>
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			<ul style="list-style-type: none"> • The inclusion of three academic staff on the College Research Network. • The UCD Central Pool Appointment of Ad Astra fellow in Celtic Civilization with specialisation in Early Irish. • The UCD Central Pool Appointment of a Reactive post of an Associate Professor in Modern Irish with the ERC grant YEELP. • The replacement appointment of a BTB lecturer in Folklore whose scholarship is rooted in Canadian and US links with Ireland. • Appointment of fulltime temporary Lecturer in Irish Studies. • Support from the College Principal for the establishment of a Global Irish Studies Centre and many other initiatives. • Prioritisation within the Newman Refurbishment project of the full refurbishment of the School as one of the first Schools to be competed with newly modern design of the Teanglann and the Seomra Caidrimh as hubs for Irish language usage. • The involvement of the School and the inclusion of Irish language in the new UCD Creative Futures Academy. • Increased support from the College Marketing team for programmes and research through the medium of Irish. 		<p>2021</p> <p>2019</p> <p>2019</p> <p>2020</p> <p>2021</p> <p>2021</p> <p>2019</p> <p>2021</p> <p>2018+</p>	
			<p>This and new avenues for collaboration will be incorporated into the ongoing School Strategic planning in consultation with the College Principal</p>			

4.14 (Teaching Learning and Assessment)	Some future consideration might be given to the School name in light of the recent re-alignment of Irish Studies with this area and the development of Celtic civilisation.	2	and UCD Research (See also Recommendation #1 Prioritised) This has already been addressed with President Deeks and cannot be facilitated without omitting one of the other subjects due to the University policy on School names having 3 areas in the title. This would be worth revisiting in the future post Covid in the context of International students		completed	
6.14 (Research Activity)	The University should be sensitive to the distinctive nature and value of the scholarly contributions of the School's disciplines. In particular, it is important to be attentive to the cultural effects of the practices and language used in promoting specific forms of research 'productivity' University-wide, and the associated dangers of marginalising important areas of scholarship.	2	See Recommendations #1 & #4 Prioritised			
6.15 (Research Activity)	Formally acknowledge the special relationship that exists between the School and the National Folklore Collection and the Dialect Archive.	2	MoA with the National Folklore Collection and the Dialect Archive to be drawn up with outline of specific research projects which can be undertaken with archive material as part of a 5-year plan.	Head of School (lead), College Principal, NFC	October 2021	June 2022

<p>8.14 (Support Services)</p>	<p>It is recommended that the School, in conjunction with the College and University, devise career progression routes for support staff; for instance, identifying and facilitating training and development opportunities to support long-term career goals and identifying potential career paths, ideally within the School itself or alternatively within UCD.</p>	<p>2</p>	<p>Committee to be established (See Recommendations #1 Prioritised)</p> <p>This is being addressed through mentoring of staff at School level and via the P4G process at College and University level. This can be reviewed as a detailed project to highlight key areas of development and support as part of the next 5-year Strategic plan.</p>	<p>Director & UCD Cultural Collections Director, Head of Subject, Assoc Prof Bairbre Ní Fhloinn</p> <p>School Manager (lead) College HR partner, Head of School, P4G Reviewers</p>	<p>October 2021</p>	<p>2025</p>
<p>10.12 (External Relations)</p>	<p>While positive relationships currently exist between the School and Library in respect of the National Folklore Collection, the Review Group recommends that this relationship be formalised through a Memorandum of Understanding.</p>	<p>2</p>	<p>MoA with the National Folklore Collection and the Library to be drawn up with outline of specific research projects which can be undertaken with archive material for NFC, Cultural Collections and Special Collections as part of a 5-year plan.</p>	<p>Head of School (lead), College Principal, NFC Director & UCD Cultural Collections Director, Head of Subject, Assoc Prof</p>	<p>September 2021</p>	<p>June 2022</p>

<p>10.14 (External Relations)</p>	<p>There is scope to further promote the research being conducted by staff, particularly through the technological resources available to the School; for instance, internal staff seminars could be uploaded to Soundcloud</p>	<p>2</p>	<p>This has already been implemented and ongoing research will continue to be uploaded.</p>	<p>Bairbre Ní Fhloinn Educational Technologist (lead)</p>	<p>2018 and Initial stage completed</p>	<p>ongoing</p>
<p>#3 Prioritised</p>	<p>3. Recommendations concerning inadequate staffing, and/or facilities which require additional recurrent or capital funding</p> <p>There is a need to protect, with senior appointments as current faculty retire, the key traditional areas of expertise, on which the reputation of UCD in Irish Language and Literature, Folklore and Celtic Studies (especially Old Irish) has rested for generations.</p>	<p>3</p>	<p>This is being addressed in the context of Strategic planning in consultation with the College Principal, the College HR Partner and College Finance Manager and will be a priority item for the School Executive committee from Autumn 2021 to ensure planning for impending staff changes.</p> <p>An initial step in progression for Old Irish has resulted in the UCD Central Pool Appointment of Ad Astra fellow in Celtic Civilization with specialisation in Early Irish. The UCD Central Pool Appointment of a Reactive post of an Associate Professor in Modern</p>	<p>Head of School (lead), School Executive Committee, CFM, CP for HR, College Principal.</p>	<p>Autumn 2021</p>	<p>2025</p>

3.21 (Staff and Facilities)	That senior appointments be made in	3	<p>Irish with the ERC grant YEELP protects further the reputation of UCD in Irish language and literature. The replacement appointment of a BTB lecturer in Folklore whose scholarship is rooted in Canadian and US links with Ireland builds on the School's global footprint in Folklore scholarship. The 2-year Irish Studies appointment for Sept 2021-23 is planned as a future permanent post which secures Irish Studies as a School discipline and also allows the current Head of Irish Studies to be equally committed to Irish language as a central part of our Irish Studies programme as a 50/50 post.</p> <p>The current 5-year Strategic Plan has factored in replacement posts in specific areas of Irish language scholarship, Folklore and Celtic Civ to ensure that all of areas of these disciplines for which the School is held in high European and international repute are still available, retaining the traditional pre-eminence in these fields while also meeting the obligations with regard to the custodianship of national heritage. Unfortunately, the impact of COVID has had an impact on International student FTEs which will be an ongoing consideration in this planning but, as per the 2021-26 Strategic plan this will not impact on current replacement posts. It is important to note the challenges with Celtic Studies due to lack of resources as outlined previously in Recommendations #1 Prioritised.</p> <p>See Recommendations #1 and #5 Prioritised</p>			
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	folklore, dialectology, Old Irish, Early/Modern/Modern Irish and Welsh as staff retire so that UCD can retain its traditional pre-eminence in these fields and at the same time meet its obligations with regard to custodianship of national heritage.			Head of School (lead), School Executive Committee, CFM, CP for HR, College Principal.	Autumn 2021	2025
3.23 (Staff and Facilities)	That the refurbishment of School facilities be extended to Block B and the Teanglann.	3	Completed	UCD Estates	2019	
3.24 (Staff and Facilities)	The School should monitor the staffing situation on an ongoing basis and consider recruiting at least one additional support staff member, resources permitting.	3	This has been addressed in the context of 5-year strategic planning. Since 2015 the restructuring and consolidation of support staff appointments has been prioritised. Since 2015 two new permanent support staff appointments have been made (Educational Technologist and Riarthóir Nua-Ghaeilge, Margaíochta agus Imeachtaí); senior support staff have been promoted via the new procedures for School Managers; a temporary Teaching fellow position has been renewed bi-annually; the importance of the role of the Academic Director of the Teanglann has been acknowledged and continues in the same capacity, providing teaching and language provision in Irish language at the required academic support level for students and for the support of curriculum	Head of School (lead), School Executive Committee, CFM, CP for HR, College principal.	2021	2025

<p>4.13 (Teaching Learning and Assessment)</p>	<p>The completion of Block B is in line with the impactful environment of the already refurbished areas of the School. The provision of excellent learning spaces is key to the continued upward trajectory of the learning experience in this area.</p>	<p>3</p>	<p>development in Modern Irish. Due to this restructuring, support staff is at full capacity for the size of School. Due to impending changes in faculty, the next five years may bring a significant change with the need for replacement faculty posts as recommended by the Quality Review Group in previous recommendations. This will result in the prioritisation of replacement academic appointments at as senior a level as possible and in the consolidation of the 2-year temporary post to a fulltime permanent College Lecturer in Irish Studies.</p> <p>Completed.</p>	<p>UCD Estates</p>		
<p>5.15 (Curriculum Development and Review)</p>	<p>It is vital that the School should seek to preserve its multilingual approach to Celtic Studies which provides vital context to the Irish and Folklore provisions, not to mention the international significance of this approach since the assimilation of Irish Studies. The danger of a further narrowing of the Celtic offering in traditional areas</p>	<p>3</p>	<p>This staffing issue is dependent on budgetary consideration as per the strategic plan in the overall university planning. This is one of the main sources of concern for the future scholarship and course provision in the School in the area of Celtic Studies in particular. A working group will review this forward planning including items such as consideration of future posts; provision of teaching in Celtic languages, linguistic heritage and legacy;</p>	<p>Head of School (lead), Working group with Heads of the 4 School disciplines, School Director of T&L.</p>	<p>October 2021</p>	<p>September 2023</p>

	<p>(Welsh, Breton and Scottish Gaelic language and literature) must be countered through appropriate staffing and perhaps via the future rotation of scholars and scholarship with partner institutions. The fostering of the international and cosmopolitan dimensions of the Celtic Studies curriculum must continue.</p>		<p>UG and PG access to scholarship and Postgraduate research; funding opportunities; inter-institutional collaborations with partner institutions, with a view to creating a roadmap to secure and foster the international and cosmopolitan dimensions of the Celtic Studies curriculum while aspiring to rebuild UCD Celtic Studies. This will be an initial step to review the best way forward seeking to present this for review at College and university level by September 2023 at the latest. The research aspect of this will be addressed also under the Ireland in the World research theme with some seed funding to facilitate visiting academics. (See also Recommendations #1 & #5 Prioritised)</p>			
<p>5.16 (Curriculum Development and Review)</p>	<p>There remains (since the previous Quality Review) a certain sense of autonomy of the disparate units within the School. While significant steps have been taken (including the co-location of staff) the forthcoming physical changes to Block B may present an additional opportunity to bring together all staff across the School in a synergistic manner. This could further improve the collaborative approach to curriculum development and promote additional inter-disciplinarity in this area.</p>	<p>3</p>	<p>Completed</p>	<p>UCD Estates</p>	<p>Autumn 2019</p>	
<p>6.12 (Research Activity)</p>	<p>Protect, with senior appointments in these areas as current faculty retire, the key traditional areas of expertise, on which the</p>	<p>3</p>	<p>See Recommendations #1 & #5 Prioritised</p>			<p>June 2022</p>

	reputation of UCD in Irish Language and Literature, Folklore and Celtic Studies (especially Old Irish) has rested for generations.					
8.17 (Support Services)	Although UCD has a shared space policy, it is recommended that An Teanglann be preserved as a dedicated space for the Irish language.	3	Completed and confirmed by College Principal and UCD Estates	UCD Room allocations		2019
10.13 (External Relations)	It is recommended that the School, in collaboration with the Library and the University, explore opportunities to source philanthropic donations to support the digitisation and conservation of this valuable collection. It is the Group's view that the National Folklore Collection be re-housed in an appropriate setting as a matter of urgency.	3	A working group will be set up to review this with external stakeholders.	Head of School (lead), College Principal, Head of Folklore & faculty, Director of James Joyce Library, Director of NFC, External stakeholders confirmed by Working group	Spring 2022	Autumn 2023

Prioritised Resource Requirements

This section should only contain a list, prioritised by the Quality Improvement Committee, of recommendations outlined in the Review Group Report, which require additional resources. The planned action to address each recommendation with an estimate of the cost involved should also be included:

1. The School should now adopt a renewed focus on articulating its proposed strategic development for the next planning cycle. In particular, issues that merit specific consideration include succession planning, emerging priority areas for scholarship, internationalisation strategy, and the relationship with the National Folklore Collection and other collections.
2. The School should, in collaboration with the College of Arts and Humanities and the broader University, explore further opportunities to develop and leverage its important role as a steward of national cultural assets.
3. There is a need to protect, with senior appointments as current faculty retire, the key traditional areas of expertise, on which the reputation of UCD in Irish Language and Literature, Folklore and Celtic Studies (especially Old Irish) has rested for generations.
4. The University should be sensitive to the distinctive nature and value of the scholarly contributions of the School's disciplines. In particular, it is important to be attentive to the cultural effects of the practices and language used in promoting specific forms of research 'productivity' University-wide, and the associated dangers of marginalising important areas of scholarship.
5. The School should, in collaboration with the College and the University, look again at mechanisms for managing staff workloads and fostering career development opportunities, particularly for junior staff.

Note: The Quality Improvement Plan should be used to inform Unit and College level academic, support service and resource planning activities.